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ABSTRACT

An overview is provided of the articulation efforts undertaken by the Pittsburgh Public Schools and the Community College of Allegheny County (CCAC) during the 1985-1986 academic year, focusing on concrete accomplishments and insights on future needs. The first sections of the report provide a historical perspective on the genesis of the articulation efforts and the creation of the Omnibus Articulation Committee as a vehicle for communication and action on all items related to the college and schools. Next, the report lists the accomplishments of three articulation subcommittees and highlights identified needs in their areas of work: (1) the Sub-Committee on Academics, which developed articulation agreements for specific disciplines, promoted contacts between college and school staff, offered a mathematics instruction workshop for teachers, presented a course entitled "How to Start Your Own Business," and provided joint basic skills programming; (2) the Sub-Committee on Vocational and Continuing Education, which furthered continuing education projects at off-campus centers; and (3) the Sub-Committee on Student Services, which began a project to share information on the progress of public school graduates at CCAC. The bulk of the report consists of appendices which detail project accomplishments. (LAL)

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ED279355

REPORT OF THE ACTIVITIES

OF THE

OMNIBUS ARTICULATION COMMITTEE

PITTSBURGH PUBLIC SCHOOLS/COMMUNITY COLLEGE OF ALLEGHENY COUNTY

1985 - 1986 ACADEMIC YEAR

JC 860 528

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REPORT OF THE ACTIVITIES

OF THE

OMNIBUS ARTICULATION COMMITTEE

PITTSBURGH PUBLIC SCHOOLS/COMMUNITY COLLEGE OF ALLEGHENY COUNTY

1985 - 1986 ACADEMIC YEAR

Introduction

This report is designed to capture and summarize the numerous inter-institutional contacts made and programming efforts attempted during the 1985-1986 Academic Year, identify concrete accomplishments and provide insights of future needs.

Historical Perspective

During 1984-85, meetings were held with top officials of both institutions to determine if articulation efforts were needed or appropriate. Both Dr. Richard Wallace, Superintendent of Pittsburgh Public Schools (PPS), and Dr. John W. Kraft, President of the Community College of Allegheny County (CCAC), exchanged letters of agreement and support that resulted in Dr. Stan Herman, Assistant Superintendent of Pittsburgh Public Schools being appointed to represent PPS, and Dr. Julius R. Brown, Vice President and Executive Dean of Allegheny Campus, selected to represent CCAC. Both chief executive officers spoke of the great need to coordinate efforts and resources where possible for the maximum benefit of citizens in the area. It was acknowledged by PPS that only about half of its graduates pursue any post-secondary educational experience. Through articulation, it is hoped that the percentage of students seeking post-secondary education would increase. Topics explored were advanced standing, curriculum enrichment, better use of facilities and/or resources, and exploration of possible areas of cooperation.

Getting Organized

With the support of the two chief executive officers, Drs. Herman and Brown began to meet and conceptualize the **Omnibus Articulation Committee.** A June 1984 letter from Dr. Brown to Dr. Herman provided the basis for the ultimate formation of the Omnibus Committee that suggested goals and objectives for 1984-85 and committee organization. As stated in the letter.

> **"The goal of the Omnibus Articulation Committee would be to provide a vehicle for communication and action on all items related to Pittsburgh Public Schools and the Community College of Allegheny County."**

Getting Organized (continued)

The 1984-85 Objectives were:

1] for respective staff and faculty to get to know each other,

2] to determine what relationships already exists between the two institutions,

3] to establish advanced credit opportuntities for PPS graduates at CCAC,

4] to jointly seek to provide further encouragement for PPS graduates to continue their education,

5] to jointly provide academic enrichment opportunities for PPS seniors and juniors where possible.

The Omnibus Committee was divided into three sub-committees: Academic, Vocational and Continuing Education, and Student Services/ Special Education.

While progress has been made, the goals and organization still seem appropriate.

THE 1985 - 1986 ACADEMIC YEAR

The first formal meeting of the Omnibus Committe during the 1985-1986 occurred October 3, 1985 at Allegheny Campus. The final meeting of the academic year occurred on June 11, 1986 at Allegheny Campus.

1985-1986 Report Format

This year's report will essentially follow the format of last year's report. Individual reports by sub-committees will be presented. A simple two part categorization of accomplishments and needs will be employed in each sub-committee report.

I. Sub-Committee on Academics

Numerous meetings were held with academic administrators and faculty of both institutions over the subject of advanced credit for PPS graduates. Syllabi and course outlines were received. Committee members interacted and a general consensus of recommendations resulted. This section deals with the results of specific disciplines considerations:

A. Accomplishments

1. **Previous Achievements:** During previous contacts, articulation agreements have been signed for the **Secretarial Science Program, Engineering (Con-Construction Surveying Tech and Electrical/Electronic Tech and Pedology. Art** students can have their portfolios judged by the Art Department to receive advanced standing and **Calculus I** (also accepted by Pitt) will gain advanced credit at CCAC.

*2. **Articulation Agreements:** During 1985-1986, new articulation agreements were developed and signed. **They were:**

a. **Foreign Languages:** an articulation agreement was signed whereby students from PPS could receive advanced credits based on prior instruction. The agreement also set the stage for widespread cooperation and collaboration between faculty and staff in this area.

b. **Allied Health - Medical Assistant Program:** PPS graduates can receive a total of 1 advanced credit for high school work based on this articulation agreement.

c. **Allied Health - Dietetic Technician:** PPS graduates receive a total of 3 advanced credits for high school work based on this articulation agreement.

d. **Allied Health - Culinary Arts:** PPS graduates can receive a total of 3 advanced credits for high school work based on this articulation agreement. With the reality of a very high student demand for entrance, the agreement in no way implies special admission to the Chef's Program.

e. **Allied Health - Institutional Cooks:** PPS graduates can receive a total of 4 advanced credits for high school work based on this articulation agreement.

f. **Allied Health - Dietary Manager:** PPS graduates receive a total of 3 advanced credits for high school work based on this articulation agreement.

g. **Allied Health - Medical Lab Tech:** PPS graduates can receive a total of 3 advanced credits for high school work based on this articulation agreement.

***Copies of articulation agreements are in Appendices 1,2,3,4,5,6 & 7.**

A. Accomplishments (continued)

3. **Advisory Board Participation:**

a. **Assistant Dean Ken Hirschl** from CCAC, served on the **PPS Foreign Language Advisory Board.**

b. **Ed Sutton** from CCAC, served on the **PPS Advisory Board on Teenage Parenting and Infant Care.**

c. **Julius Brown** from CCAC, reprsented CCAC on the newly formed **PPS Science Institute Executive Board.**

d. **Ed Sutton** also served on the **PPS Advisory Board on Child Care Curriculum** in the Junior and Senior High School.

4. New PPS/CCAC Contacts:

a. **Don Jukes,** Professor from CCAC, has made contact with the principal of **PPS's CAPA High School** discuss **Music, Speech and Theater Articulation.**

b. **Ken Hirschl,** professor from CCAC, has contacted the PPS Art Specialist (who is a graduate of CCAC) and articulation efforts are underway for a broader agreement.

c. **Jim Hughes and Ed Sutton** from CCAC made presentations at PPS Conferences on Child Care.

e. **George Melican** from CCAC met with **Al Fascetti** of Connelley Skills Center to explore new joint programming possibilities.

5. **Other Accomplishments:**

a. CCAC presented a May 18, 1986 **Math Instruction Upgrading Conference for Teachers.** Most of the teachers were from PPS. The program was funded by the **Allegheny Conference** of Allegheny County. The major presentor at the Conference was **"Mr. Math" - Joe Buggan** of CCAC. The conference was administratively organized by **Dr. Mecs.**

b. Under the leadership of **Tony Lucas** of CCAC, Allegheny Campus offered entrepreneural training to Connelley Center graduates from the skilled trades. The specific course title was **"How to Start Your Own Business."** The course fulfilled a PPS request.

5. Other Accomplishments (continued)

c. CCAC organized an **Aviation Open House** at the **County** Airport attempting to promote CCAC Aviation Programs as well as motivating students to consider careers in aviation. **Nine** students from PPS participated.

d. Joint Programming in **Basic Skills:** Through mutally cooperative efforts, PPS and CCAC actually provided basic skill instruction to appropriate students on the Allegheny Campus. This was the actualization of plans made during the 1984-85 Academic Year. This type of joint programming saves taxpayers dollars, serves a mutual constituency more effectively and eliminates duplication. A report of activities during the year contained in **Appendix 8.**

e. **Jim Spruill** of CCAC conducted workshops at the **PPS Schenley Teachers Center** on six different occasions. His speciality is **"Conflict Resolution."**

f. **Dr. Kurt Walker** of PPS has agreed to keep CCAC informed of any general recruitment dates or opportunities.

B. 1986 - 1987 **Needs**

1. There is a need for and interest in completing formal articulation agreements in **Music and Theater, Art, Criminal Justice, Computer Science/Data Processing,** and **Accounting.**

2. CCAC is considering placing one or two faculty members at PPS to work with administrators, staff, teachers and students to promote better understanding of CCAC programs.

3. Production of an in-service training program for PPS Foreign Language teachers is needed.

4. There is a need for a review of the Social Work curriculum at PPS to explore advanced credit.

5. There is a need to creatively get PPS students into CCAC facilities as a motivating force.

6. There is a need to continue pursuing the development of articulation agreements with Connelley Skill Center.

7. There is a need to continue and expand the **Joint Basic Skills Program** between CCAC/PPS.

B. 1986 - 1987 Needs (Continued)

8. Flyers explaining articulation agreements and advanced credit should be widely distributed at PPS during the months of September and October of each year.

II. Sub-Committee on Vocational and Continuing Education

A. Accomplishments:

1. CCAC's Continuing Education Department continues a very positive working relationship with PPS utilizing four off-campus centers at PPS sites. This use of PPS facilities creates PPS income, better utilization of public facilities and allows CCAC to take educational opportunities closer to more citizens. Carrick and Peabody were added to the list of off-campus sites.

2. An enhanced relationship exists between CCAC's Chef's and Cook's Programs through the greater use of the Connelley Skill Center.

3. PPS is consistently making greater use of "CCAC's Summer High School Program." Credits earned for enrichment or make-up are transferred to PPS.

4. With the administrative changes at CCAC's Homewood-Brushton Branch, greater programming is occurring in that part of Pittsburgh with more and more PPS students getting involved.

5. The Con Ed Division is actively participating in PPS's Summer Youth Employment Program. Youthful enrollees were given orientation and will receive training.

6. CCAC's Port Authority training project has used space at the Connelley Skill Center.

7. CCAC's Driver Education course has made good driver education instruction available to PPS students at a more economical rate.

8. Dr. Dan Przybylek of CCAC, authored and submitted a joint proposal for the "New Beginnings" program sponsored by the Brandeis University and the Commonwealth Fund.

B. Needs for 1986 - 1987

The continuing spirit of exploration and joint planning of projects is completely appropriate for the coming year.

III. Sub-Committee on Student Services

A. While extensive recruitment and liaison functions exist between PPS and CCAC, no new initiatives grew out of the sub-committee this year. The overall Omnibus Committee took note of the situation and made plans to increase meaningful programming in the coming year.

IV. Other Noteworthy Accomplishments

A. PPS students participated in CCAC sponsored typing competitions.

B. Three PPS Counselors served on the Advisory Board to CCAC's Act 101 Program.

C. CCAC began to share information with PPS on the progress of PPS graduates after they graduate from CCAC. High School principals received specific follow-up **(Appendix 9)**.

CONCLUSION

The 1985-1986 Academic Year witnessed the conclusion of a second fruitful year of collaboration and cooperation. There is still an immense job to be done, but the project is moving in the right direction and gained substantial ground during the year.

APPENDIX I

PITTSBURGH PUBLIC SCHOOLS
DEPARTMENT OF CURRICULUM AND PROGRAM MANAGEMENT
DIVISION OF FOREIGN LANGUAGE

MEMORANDUM

TO: Secondary Principals and Foreign Language Teachers

FROM: Mary Shields VIA: Thekla Fall

DATE: March 27, 1986

SUBJECT: ARTICULATION BETWEEN THE PITTSBURGH PUBLIC SCHOOLS AND THE ALLEGHENY CAMPUS OF THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY

The following has been submitted by the faculty members of the foreign language department of the Allegheny Campus of the Community College in an effort to bring about better articulation between the Pittsburgh Public Schools and their institution. The Foreign Language Division endorses and supports this effort on the part of the Community College and would like to share with you their recommendations.

If you are interested in pursuing any of the items listed below, you may contact Dr. John Eskridge, Department Head of the Faculty of Language, Philosophy and Education. The number is 237-2622.

Kenneth L. Hirschl, Assistant Dean of Instruction, Division of Arts and Humanities writes:

"We believe we can be of service to your students and the Pittsburgh Public Schools by offering the following options:

1. Giving credit by Exam through the department to earn college credits, and applying them to our degree programs.
2. Accepting credit for any language test through the College Level Examination Program (CLEP) and accepting them toward our degree programs.
3. Giving credit for courses below the one into which a student is placed. i.e. A student begins at the Intermediate 1 level of a language course at Allegheny Campus. Upon successful completion of that course with an A or B grade, the student would then upon payment of the established Credit by Exam fee, be granted credits for Elementary 1 and 2 of the language.

   It should be noted that although credits may be applied toward a degree at CCAC, students should be aware that credits awarded in the above ways may or may not transfer. In cases of transfer of any credits, it is always up to the receiving college.
4. Inviting your high school teachers and students to visit our classes and meet our faculty.

5. Offering a competition in foreign languages for your students, with the awarding of a tuition paid scholarship. (Languages offered include Spanish, French, Italian, German and Russian). The scholarship would be for one year and renewable for a second year if student maintains a 3.0 Q.P.A.

6. Offering to send our faculty to your foreign language classes to speak to the students and answer questions about careers, the College, etc.

7. Offering a linguistics course "Language of Mankind" to advanced Foreign Language students for college credit (there would be some fee). The course could be taught at one of your high schools during the day.

8. Hosting an in-service exchange meeting at Allegheny Campus for your faculty and ours.

9. Encouraging our foreign language students (who have at least completed the Elementary 1 level) to volunteer to tutor your language students if your teachers see value in this and are willing to have our students help in their classes.

10. Allowing Pittsburgh Public Schools, sophomores, juniors and seniors to take courses at the Campus for college credits, during the summer, while they are still high school students.

11. Encouraging our foreign students to be guest speakers in your language classes, elementary or secondary, when you request it.

12. Offering workshops and courses on our campus for your language teachers to meet their in-service needs. (A fee would be for charged). These workshops and courses could be non-credit or for credit and the possibility exists that the teacher could be a member of your staff or faculty. (They would be paid by the college to teach)."

APPROVED: Helen S. Faison

Dr. Helen S. Faison

/gdf

cc: Dr. Stanley Herman
Dr. Kenneth L. Hirschl
Dr. Ann Moniot

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

CCAC

ARTICULATION AGREEMENT BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: MEDICAL ASSISTANT ASSOCIATE DEGREE

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at the Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required at CCAC-AC Medical Assistant Associate Degree Program are comparable to those developed within the Pittsburgh Public School System. However, not all students taking courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for the Health Assistant Program of the Pittsburgh Public Schools will forward their recommendations, along with appropriate documentation of which students should be considered for advanced placement. The Allegheny Campus' Medical Assistant Associate Degree Program Director, along with the Divisional Dean will certify the awarding of appropriate advanced credits.

Advanced credit that may be awarded to qualifying students is:

MDA 100 Medical Assistant Seminar 1 credit

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.
B. Applicants will receive advanced credit after successful completion of 12 credits at Allegheny Campus.
C. The appropriate form ("Request for Approval of Advanced Credit By Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Instruction for Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

III. The above agreement and conditions will be reviewed each year to futher develop and refine the articulation process.

Stanley Herman, Ph.D.
Associate Superintendent
Department of Curriculum and
Program Management
Pittsburgh Board of Education

Julius R. Brown, Ph.D.
Vice-President and Executive Dean
Community College of Allegheny County
Allegheny Campus

R. G. Lamping
Director of O.V.T.
Pittsburgh Board of Education

George P. Melican, Ph.D.
Dean of Instruction
Community College of Allegheny County
Allegheny Campus

Barbara W. Russell
Coordinating Supervisory
Instructional Specialist:
Home Economics, Cosmetology
and Health Professions
Pittsburgh Board of Education

Cynthia O. Pace, Ph.D.
Assistant Dean of Instruction
Natural Sciences/Allied Health and
Physical Education Division
Community College of Allegheny County
Allegheny Campus

Date This Agreement Entered

Thelma B. Barbary, CMA-AC, M.S.
Program Director
Medical Assistant Programs
Department of Allied Health
Community College of Allegheny County
Allegheny Campus

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

CCAC

ARTICULATION AGREEMENT BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: MEDICAL ASSISTANT CERTIFICATE PROGRAM

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at the Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required at CCAC-AC Medical Assistant Certificate Program are comparable to those developed within the Pittsburgh Public School System. However, not all students taking courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for Health Assistant Program of the Pittsburgh Public Schools will forward their recommendations, along with appropriate documentation of which students should be considered for advanced placement. The Allegheny Campus' Medical Assistant Certificate Program Director, along with the Divisional Dean will certify the awarding of appropriate advanced credits.

Advanced credit may be awarded to qualifying students is:

MDA 100 Medical Assistant Seminar 1 credit

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admisison and become matriculated students.
B. Applicants will receive advanced credit after successful completion of 12 credits at Allegheny Campus.
C. The appropriate form ("Request for Approval of Advanced Credit By Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Instruction for Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

III. The above agreement and conditions will be reviewed each year to futher develop and refine the articulation process.

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Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

CCAC

ARTICULATION AGREEMENT
BETWEEN THE
COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND
THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: DIETETIC TECHNICIAN/FOOD SERVICE MANAGEMENT PROGRAM

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required at CCAC-AC Dietetic Technician/Food Service Management, Associate Degree Program are comparable to those developed within the Pittsburgh Public School System. However, not all students taking the courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for the Dietetic Technician/Food Service Management Associate Degree Program of the Pittsburgh Public Schools will forward their recommendations, along with appropriate documentation of competency to Allegheny Campus' Allied Health Department as to which students should be considered for advanced placement. The Allegheny Campus' Dietetic Technician/Food Service Management Program Director, along with the Divisional Dean, will review the same, and based upon these recommendations, will certify the awarding of appropriate advanced credits.

Advanced credits that may be awarded to qualifying students are:

DIT 104	Foods	3 credits

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.

B. Applicants will receive advanced credit after successful completion of 12 credits at Allegheny Campus.

C. The appropriate form ("Request for Approval of Advance Credit by Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

III. The above agreement and conditions will be reviewed each year to further develop and refine the articulation process.

Stanley Herman, Ph.D.
Associate Superintendent
Department of Curriculum and
Program Management
Pittsburgh Board of Education

Julius R. Brown, Ph.D.
Vice-President and Executive Dean
Community College of Allegheny County
Allegheny Campus

R. G. Lamping
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and Health Professions
Pittsburgh Board of Education

Cynthia O. Pace, Ph.D.
Assistant Dean of Instruction
Natural Sciences/Allied Health and
Physical Education Division
Community College of Allegheny County
Allegheny Campus

Date This Agreement Entered

Elizabeth Vargo, M.S., R.D.
Program Director
Dietetic Technician/
Food Service Management Program
Department of Allied Health
Community College of Allegheny County
Allegheny Campus

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

CCAC

ARTICULATION AGREEMENT
BETWEEN THE
COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND
THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: CULINARY ARTS PROGRAM

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required at CCAC-AC Culinary Arts, Associate Degree Program are comparable to those developed within the Pittsburgh Public School System. However, not all students taking the courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for the Culinary Arts Associate Degree Program of the Pittsburgh Public Schools will forward their recommendations, along with appropriate documentation of competency to Allegheny Campus' Allied Health Department as to which students should be considered for advanced placement. The Allegheny Campus' Culinary Arts Program Director, along with the Divisional Dean, will review the same, and based upon these recommendations, will certify the awarding of appropriate advanced credits.

Advanced credits that may be awarded to qualifying students are:

CLR 100 Introduction to Food Service 3 credits

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.

B. Applicants will receive advanced credit after successful completion of 12 credits at Allegheny Campus.

C. The appropriate form ("Request for Approval of Advance Credit by Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

ALLEGHENY CAMPUS 808 Ridge Avenue Pittsburgh, PA 15212
BOYCE CAMPUS 595 Beatty Road Monroeville, PA 15146
COLLEGE CENTER-NORTH 1130 Perry Highway Pittsburgh, PA 15237
SOUTH CAMPUS 1750 Clairton Road West Mifflin, PA 15122
COLLEGE OFFICE 800 Allegheny Avenue Pittsburgh, PA 15233

III. The above agreement and conditions will be reviewed each year to further develop and refine the articulation process.

Stanley Herman, Ph.D.
Associate Superintendent
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Pittsburgh Board of Education

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Pittsburgh Board of Education

Cynthia O. Pace, Ph.D.
Assistant Dean of Instruction
Natural Sciences/Allied Health and
Physical Education Division
Community College of Allegheny County
Allegheny Campus

Date This Agreement Entered

Anthony J. Mannella, C.E.C., C.C.E.
Program Director
Culinary Arts/Chef's Apprentice Program
Department of Allied Health
Community College of Allegheny County
Allegheny Campus

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

ARTICULATION AGREEMENT BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: BASIC COOKS PROGRAM

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at the Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required at CCAC-AC Basic Cooks Certificate Program are comparable to those developed within the Pittsburgh Public School System. However, not all students taking the courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for the Food Service Program of the Pittsburgh Public Schools will forward their recommendations, along with appropriate documentation of which students should be considered for advanced placement. The Allegheny Campus' Basic Cooks Program Director, along with the Divisional Dean will certify the awarding of appropriate advanced credits.

Advanced credits that may be awarded to qualifying students are:

INT 115	Basic Food Preparation	3 credits
INT 118	Basic Food Preparation Laboratory	1 credit

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.
B. Applicants will receive advanced credit after successful completion of 12 credits at Allegheny Campus.
C. The appropriate form ("Request for Approval of Advanced Credit By Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Instruction for Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

ALLEGHENY CAMPUS
808 Ridge Avenue
Pittsburgh, PA 15212

BOYCE CAMPUS
595 Beatty Road
Monroeville, PA 15146

COLLEGE CENTER-NORTH
1130 Perry Highway
Pittsburgh, PA 15237

SOUTH CAMPUS
1750 Clairton Road
West Mifflin, PA 15122

COLLEGE OFFICE
800 Allegheny Avenue
Pittsburgh, PA 15233

III. The above agreement and conditions will be reviewed each year to further develop and refine the articulation process.

Stanley Herman, Ph.D.
Associate Superintendent
Department of Curriculum and
Program Management
Pittsburgh Board of Education

Julius R. Brown, Ph.D.
Vice-President and Executive Dean
Community College of Allegheny County
Allegheny Campus

R. G. Lamping
Director of O.V.T.
Pittsburgh Board of Education

George P. Melican, Ph.D.
Dean of Instruction
Community College of Allegheny County
Allegheny Campus

Barbara W. Russell
Coordinating Supervisory
Instructional Specialist:
Home Economics, Cosmetology
and Health Professions
Pittsburgh Board of Education

Cynthia O. Pace, Ph.D.
Assistant Dean of Instruction
Natural Sciences/Allied Health and
Physical Education Division
Community College of Allegheny County
Allegheny Campus

Date This Agreement Entered

Anna S. Williams, B.S, R.D.
Program Director
Basic Cooks Program
Department of Allied Health
Community College of Allegheny County
Allegheny Campus

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212-6097 (412) 237-2525

ARTICULATION AGREEMENT BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE PITTSBURGH PUBLIC SCHOOLS

PROGRAM: DIETARY MANAGERS CERTIFICATE PROGRAM

In order to provide secondary school students with a continuum of education without unnecessary duplication of instruction and delay in attaining educational and career objectives, the Allied Health Department of the Community College of Allegheny County, Allegheny Campus and the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools agree to the following arrangements for students who deserve credit for work already completed when they continue their education at the Community College of Allegheny County, Allegheny Campus.

I. Based on our discussions and exchange of course information and materials with the Director of Occupational, Vocational and Technical Education of the Pittsburgh Public Schools, it was generally agreed that a number of similar competencies required for the Dietary Managers Certificate Program are comparable tko those developed within the Pittsburgh Public School System. However, not all students taking courses assimilate the skills and knowledges at the same competency level. Therefore, it is agreed that the Program Instructor for the Food Service Program of the Pittsburgh Public Schools will forward their recommendations, along with the appropriate documentation of which students should be considered for advanced placement. The Allegheny Campus' Dietary Managers Certificate Program Director, along with the Divisional Dean will certify the awarding of appropriate advanced credits.

Advanced credits may be awarded to qualifying students are:

DIT 104 Foods 3 credits

II. The following conditions will apply:

A. Applicants for advanced credit must meet the college and program requirements for admission and become matriculated students.
B. Applicants will recieve advanced credit after successful completion of 12 credits at Allegheny Campus.
C. The appropriate form ("Request for Approval of Advanced Credit By Articulation at CCAC Allegheny Campus") must be completed and properly certified and mailed to the Assistant Dean of Instruction for Natural Sciences, Allied Health and Physical Education prior to the student's admission for study at Allegheny Campus.

III. The above agreement and conditions will be reviewed each year to further develop and refine the articulation process.

Stanley Herman, Ph.D.
Associate Superintendent
Department of Curriculum and
Program Management
Pittsburgh Board of Education

Julius R. Brown, Ph.D.
Vice-President and Executive Dean
Community College of Allegheny County
Allegheny Campus

R. G. Lamping
Director of O.V.T.
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George P. Melican, Ph.D.
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Allegheny Campus

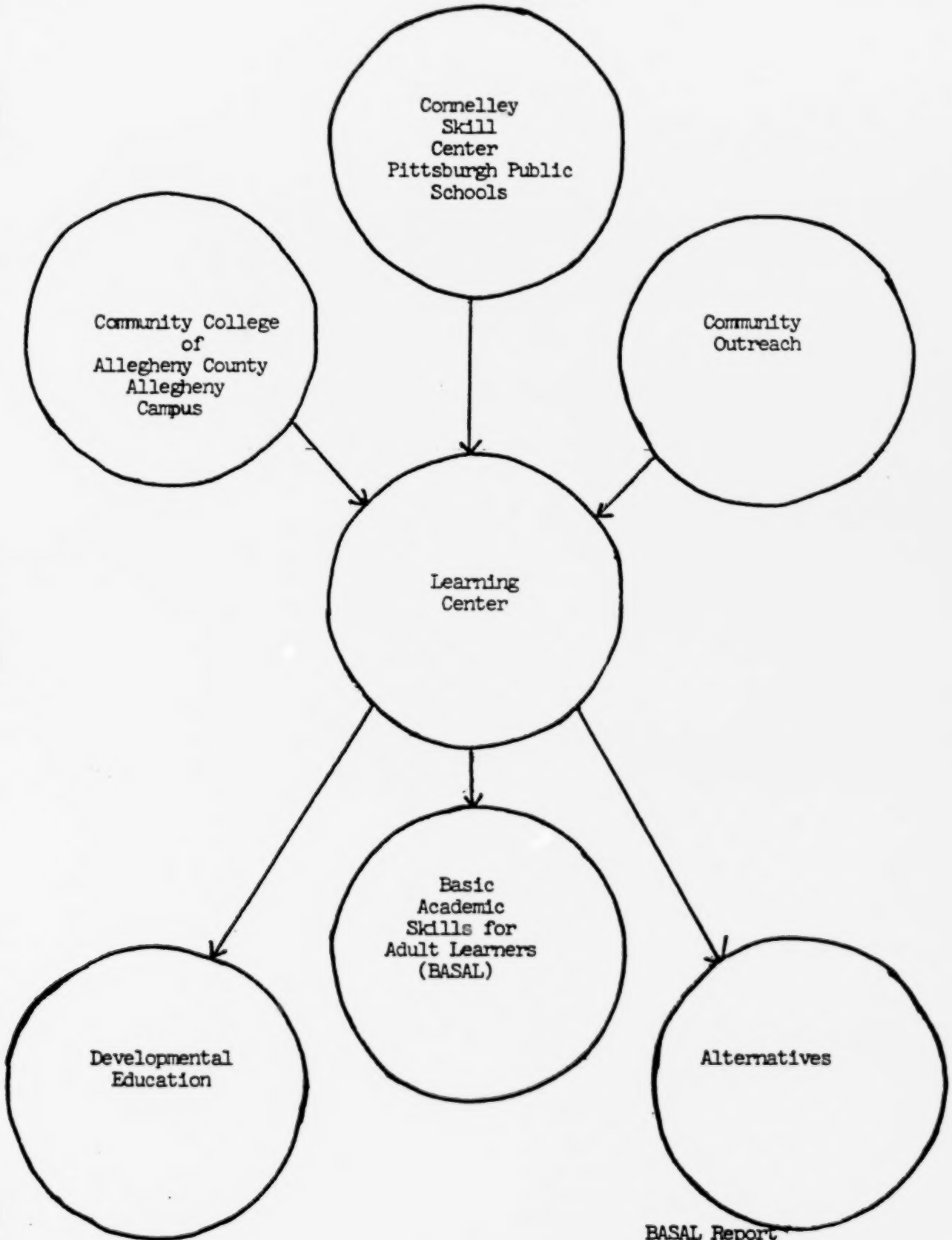
Barbara W. Russell
Coordinating Supervisory
Instructional Specialist:
Home Economics, Cosmetology
and Health Professions
Pittsburgh Board of Education

Cynthia O. Pace, Ph.D.
Assistant Dean of Instruction
Natural Sciences/Allied Health and
Physical Education Division
Community College of Allegheny County
Allegheny Campus

Date This Agreement Entered

Elizabeth Vargo, M.S., R.D.
Program Director
Dietary Managers Program
Department of Allied Health
Community College of Allegheny County
Allegheny Campus

APPENDIX VII



BASAL Report
June, 1986
Jean Stubbs, Coordinator

Learning Center
BASAL Report
1985-86

Purpose

Basic Academic Skills for Adult Learners (BASAL) is a cooperative program between the Community College of Allegheny County-Allegheny Campus and Pittsburgh Public Schools-Connelley Skill Center designed to improve basic skills in reading, English and mathematics before students enroll in college courses.

The summer of 1985 marked the beginning of the Allegheny Campus BASAL program. This program is designed to provide academic skill development for adults whose achievement level falls below a seventh grade equivalent, measured in part by standardized testing.

Students for the BASAL program were drawn from three main sources: (1) the Community College of Allegheny County-Allegheny Campus, (2) Pittsburgh Public Schools-Connelley Skills Center, and (3) Community organizations. Recruitment of students was exclusively by referrals and based on previous testing results or other appropriate evaluation. Additional testing was provided by the Learning Center program coordinator to assure correct placement of students in the BASAL classes and to make suitable referrals to other options.

Three BASAL classes were offered during the school year. Classroom space was constructed in the Allegheny Campus Learning Center. Funding for instruction was provided by Connelley Skill Center, and the instructor was also a member of the Learning Center staff.

Complete records of student participation were maintained, and formal reports were filed in compliance with Pennsylvania Department of Education requirements.

Recruitment of students

CCAC. The primary source of referral to the BASAL program has been the Admissions - Placement Testing - Advising process. Other sources of referrals within the college include Homewood-Brushton Branch, Financial Aid Advisory Board, Continuing Education, faculty and counselors, the Learning Center, and Special Services. The coordinator maintains communications among campus constituents for ready referral and reporting procedures.

Connelley Skill Center refers students from their long waiting list who live on Northside and plan to take the GED exam.

Community agencies include literacy programs which refer students who test above their offerings and vocational training or rehabilitation programs whose clients are appropriately placed in academic skill development. The coordinator's active involvement in local literacy efforts with both the Greater Pittsburgh Literacy Council and the Coalition for Adult Literacy facilitates good community outreach. During the spring semester referrals from community outreach increased from 5% to 24%.

Current local literacy studies conducted by the Research committee of Coalition for Adult Literacy are documenting the need for this kind of educational program

The chart on the next page indicates the sources of student referrals:

Recruitment and Referral Sources

CCAC		
Admissions-Placement-Advising	40	
Faculty	4	
Learning Center-Pre-College	4	
Learning Center	3	
Continuing Education	5	
Financial Aid Advisory	8	
Counselor	4	
Evening Division	1	
Special Services	2	
Homewood-Brushton	10	
Admissions	5	
Advising	1	
		87
Connelley		10
Community		
Counselor	4	
Literacy Council	9	
OVR	6	
Pittsburgh Black Action	2	
Person/self	10	
Point Park	1	
		32
		129

Evaluation and Testing

Students referred for testing were carefully screened for appropriate placement. Information about school history and educational background was solicited. Relevant personal factors were taken into account, and test results were analyzed to assure good advisement. Each student received individual attention to assure positive decision-making.

Of 129 referrals the program coordinator evaluated 106 students. Eight students' interviews yielded sufficient information to determine whether the BASAL program was appropriate. Ninety-eight students were tested using a variety of test instruments. On the reading tests alone the average grade equivalent was 6.0, and the range of scores from pre-primer to 12.9. Fifty-nine students scored below 7.0. Test results were as follows:

Grade Equivalent	Number	Percent
8.0 - 12.9	26	26%
5.0 - 7.9	39	40%
0 - 4.9	33	34%
Total no. tested	98	100%

Cases where a learning disability was suspected were referred for additional testing in the Special Services Department. Students who had been enrolled in Special Education classes in the Public Schools were also referred to Special Services for additional screening and advisement to vocational training programs for retarded adults.

Advisement

Advised to enroll in the BASAL program were (1) those students who scored between 5.0 - 7.0 grade equivalent in reading, (2) students with low English or math skills, and (3) a few part-time students simultaneously enrolled in developmental courses.

Students whose reading scores were above 7.0 grade equivalent were advised to enroll in developmental courses. Several were referred to Continuing Education for GED Preparatory classes or directly to Connelley to take the GED exam.

Students scoring below 5.0 grade equivalent were referred to literacy or vocational training programs.

The following chart depicts the numbers of students advised into each program:

Developmental Studies		24
BASAL		59
Literacy		
GPLC (Greater Pittsburgh Literacy Council)	2	
Adult Basic Education	2	
Allegheny Intermediate Unit/ESL	2	
PAC	2	
		8
GED		
CCAC: Continuing Education	4	
Connelley Skill Center	2	
		6
Vocational		
Office of Vocational Rehabilitation OVR	4	
Job Training Partnership JTPA	1	
Goodwill	1	
Vocational Rehabilitation VRC	1	
Center-North	1	
		8
Other		1
		106

Attrition

Students referred to the BASAL program have, in addition to their common need for basic academic skill development, a tendency to not show, to cancel, to drop out. Health problems, personal and family problems, financial problems, negative school experiences, repeated failure, learning disorders, drug and alcohol abuse characterize the backgrounds of these students. At each step of the program from recruitment, to testing, to enrollment, to completion, students dropped out. The numbers reveal how difficult it is to get positive results and to measure success. Students who participated fully and consistently in the BASAL program reported that their experience proved to be uniquely rewarding personally as well as educationally. Even those who had to leave the program early reported that they had a positive learning experience.

Although the BASAL program is designed to serve the students who score low on placement tests, the following chart reveals the very high attrition rate of this segment from the referral sources.

Referrals	40	
Testing	30	(75%)
Advisement		
Developmental Studies	16	(40%)
BASAL	10	(25%)
Other options	4	(10%)
Enrolled BASAL	6	(10.5%)
Completed BASAL	1	(2.5%)

BASAL

Forty-two students enrolled in the BASAL classes. Seven of these continued in the classes for a second ten-week period of instruction in compliance with Pennsylvania Department of Education (PDE) guidelines which provide 180 hours of instruction for ABE students. Each cycle is ninety hours. (These seven students are thus counted twice in enrollment figures.) Twenty-four students (57%) of those enrolled in the first year of the program advanced their skill levels in one or more of the basic skills of reading, English, and mathematics.

Reports were filed with the state on each student's data: attendance, basic skills progress, and other achievements. A summary of this data is attached. (Appendix A)

Special projects. Eleven BASAL students participated in a Computer Demonstration Project (PDE 310 grant) designed by Tom Duffy and his staff at CMU Instructional Design Center. Using Apple computers at Allegheny Campus students spent thirty hours developing reading comprehension. Tom Duffy reported positive response to this project in a letter of commendation. (See Appendix B)

Conclusion

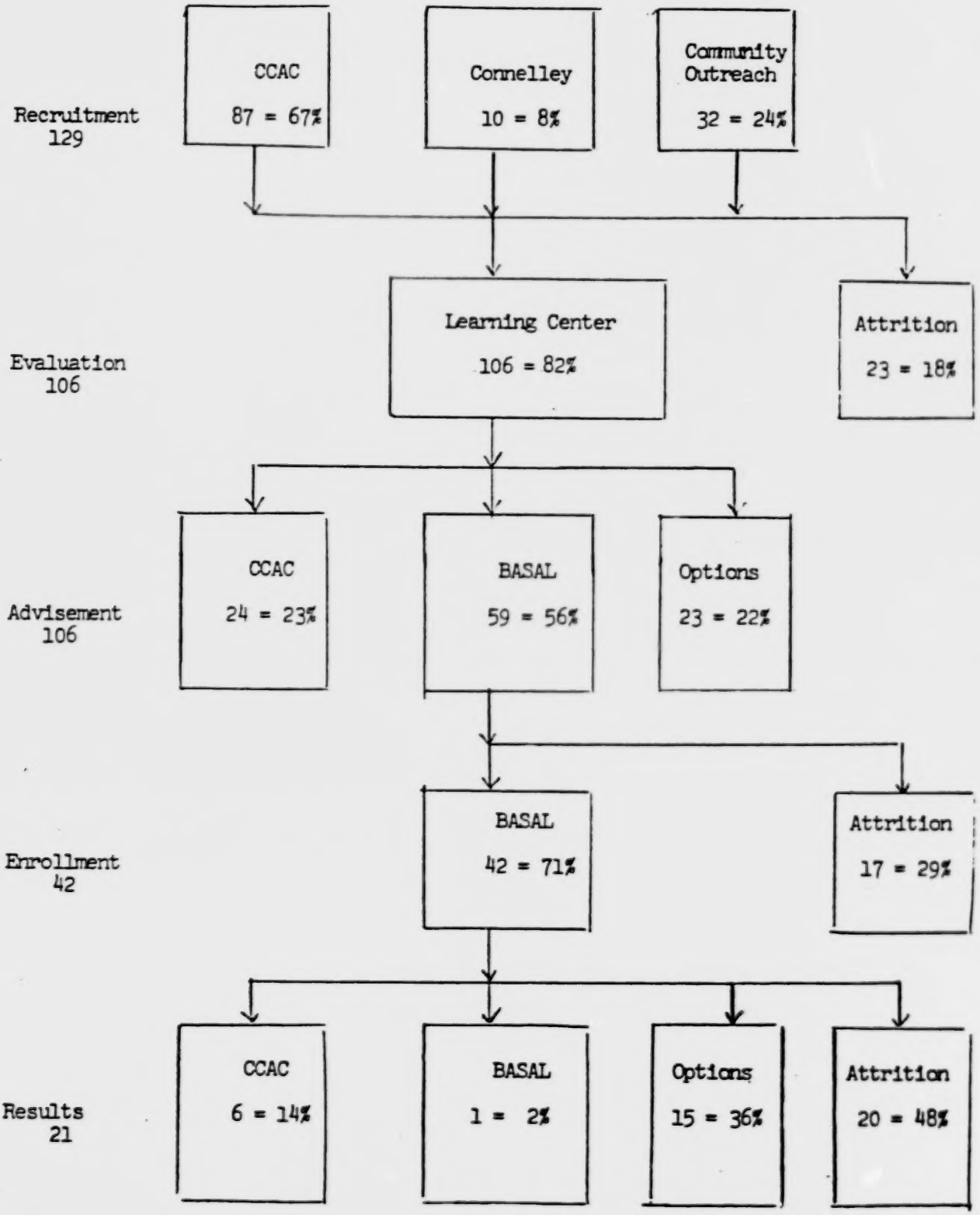
Despite high attrition rates, the BASAL program achieved modest success. Individual students reported that instruction provided them with a positive learning experience. The program was limited by funding constraints; continuation and expansion depends upon resources. Heightened national awareness of the literacy needs in our society will likely result in increased demand for this kind of educational program, an important component in any comprehensive educational plan.

For the coming year program plans are to review test instruments, make more use of computer assisted instruction, improve data collection, conduct follow-up studies, and build links to other programs.

The following text of a letter from an instructor indicates one kind of accomplishment of the BASAL program:

> "I am so pleased to be writing this note about N_____. She has become the 8th wonder of the world. I don't know what you did or how you did it, but it obviously worked. You should be commended. She has improved so much that I can't believe it's the same student.
>
> Thank you for your help. I can sleep better knowing that you and your program are around."
>
> ——Instructor, Basic Writing Techniques

BASAL
Flow Chart



BASAL
1985-86
Summary Report

Data submitted as required by the Pennsylvania Department of Education.

Class schedule
MTH 9:00 a.m. - 12:00 noon
Fall: October 7 - December 12, 1985
Winter: January 20 - March 27, 1986
Spring: March 31 - June 4, 1986
Total hours instruction: 200
Location: L-412
Instructor: Elizabeth Tellers
Enrollment: 49
Completions and Impact Data*
Contact hours: 2504

Completions and Early Separation Data

A. Termination Status

1. Completions	13	
2. Continuation	11	
3. Early Separations	25	
Reasons: Take a job		1
Enter other program		4
Met personal objective		2
Health problem		2
Transportation problem		2
Child care problem		1
Family problem		4
Lack of interest		1
Financial problem		4
Other reason		2
Unknown		2

B. Student progress 24

Impact Data (Multiple answers possible)

Improved self confidence	28
Improved reading, English, math skills	24
Passed GED	1
Entered another program	9
Referred to other agencies	3
Obtained a job	3

*Terminology and following information in compliance with Pa. Dept. of Ed. regulations.

Carnegie Mellon

Communications Design Center
Carnegie Mellon University
Pittsburgh, Pennsylvania 15213-3890
412-268-2906

6 July 1986

Ms. Jean Stubbs
Learning Center, Library Bldg.
Community College of Allegheny County
808 Ridge Ave
Pittsburgh, Pa. 15212

Dear Jean,

We are now well into our third and fourth classes of computer based reading instruction for adults and all indications are that the project is a great success. We have not yet analyzed the performance data, but the student response has been overwhelmingly positive.

All of the students in the first two classes indicated that they felt they improved their reading skills significantly and that they learned a lot about earth science and pollution (the two reading topics). In fact, all of the students reported they enjoyed reading about these topics -- they all rated "enjoyment" as a 6 or 7 on a 7 point scale. Since the subject matter is really pretty dry, I am delighted with this response. I think it indicates the students' thirst for learning and the view of reading as a tool for learning. Clearly our software meets that need since it permits the development of reading instructional materials in any subject matter area.

I want to thank you and the other staff for all of the help in making the project a success. It is only through your help in locating students, in counseling students when necessary, and in serving as a liason with the Computer Center that we have been able to even conduct this program. The people at the Computer Center have also been extremely helpful in helping us install the voice boards and set up the monitors as well as just making for a pleasant work environment.

We should complete the current classes in the first part of August. We hope that with your continued assistance we will be able to run additional classes in the fall.

We should keep in mind a very important goal of this effort – a goal in addition to that of helping our particular students. With the successful collection of evaluation data we will be able to jointly submit this program to the National Diffusion Network for recognition as an exemplary program and for funding to demonstrate and disseminate the program. Jim Parker from the U. S. Department of Education has called me several times to encourage us to submit the program as soon as data collection is complete.

Cordially,

Tom Duffy

Thomas M. Duffy, director

Community College
of Allegheny County

CCAC

ALLEGHENY CAMPUS
808 Ridge Avenue
Pittsburgh, Pennsylvania 15212
(412) 237-2525

June 11, 1986

Dr. Jack Palmer
Principal
Carrick High School
125 Parkfield Street
Pittsburgh, PA 15210

Dear Dr. Palmer:

During the 1985-86 Academic Year, I'm pleased to report that a total of 37 graduates of Carrick High School attended the Allegheny Campus of Community College of Allegheny County. Of that total 14 were graduated from your institution in 1985. As much as possible, we will keep you informed of your graduates' progress.

Also, enclosed are the results from an Allegheny Campus 20th Anniversary project.

Best regards,

Julius R. Brown, Ph.D.
Vice President & Executive Dean

Enclosure

JRB:da

20th Anniversary
"TWO DECADES OF SERVICE"

COMMUNITY COLLEGE OF ALLEGHENY COUNTY
Allegheny Campus, 808 Ridge Avenue, Pittsburgh, PA 15212 (412) 237-2525

"TWO DECADES OF SERVICE"

ALUMNI

FOLLOW-UP REPORT

High School: CARRICK

Date: JUNE, 1986

In recognition of Community College of Allegheny County's "Two Decades of Service," Allegheny Campus conducted a survey of its 10,000+ graduates as part of a follow-up study. Tracking surveys were sent to the graduate's last known home address and the campus received over 1,100 returns.

The attached report briefly lists the names of the graduates, indicates which transfer institutions received our mutual students, identifies their degrees earned, states where they work and provides a sampling of voluntary supplemental comments from the total survey population.

It is our hope that this timely information on graduates from your high school is helpful in celebration of the 75th Anniversary of Pittsburgh Public Schools.

Best Regards,

Julius R. Brown

Julius R. Brown, Ph.D.
Vice President and Executive Dean
Allegheny Campus

JRB: jcd
attachment

CARRICK HIGH SCHOOL -AND- ALLEGHENY CAMPUS, CCAC

ALUMNI FOLLOW-UP REPORT

JUNE, 1986

Alumni Name:	Esther Lattner
Graduate of CCAC:	Allegheny Campus, 1979
Graduate of Four Year Institution:	University of Pittsburgh, 1981
Present Position:	n/a

Alumni Name:	Thomas Kublack
Graduate of CCAC:	Allegheny Campus, 1980
Graduate of Four Year Institution	Robert Morris, 1982
Present Position:	A.F.M.C. Gervey & Co. - CPA

Alumni Name:	Sandra Seiler
Graduate of CCAC:	Allegheny Campus, 1976
Graduate of Four Year Institution:	Penn State University, 1978
Present Position:	Asbestos Worker

Alumni Name:	Martin Wendstein
Graduate of CCAC:	Allegheny Campus, 1982
Graduate of Four Year Institution	Indiana Univer. of Pennsylvania, 1984
Present Position:	PPG Industries

CARRICK HIGH SCHOOL -AND- ALLEGHENY CAMPUS, CCAC

ALUMNI FOLLOW-UP REPORT

JUNE, 1986

Alumni Name:	Robert Jox
Graduate of CCAC:	Allegheny Campus, 1979
Graduate of Four Year Institution:	Slippery Rock, 1981
Present Position:	Self-Employed

Alumni Name:	Virginia Wenger
Graduate of CCAC:	Allegheny Campus, 1981
Graduate of Four Year Institution	n/a
Present Position:	Health Center Associates

Alumni Name:	Janet Chraska
Graduate of CCAC:	Allegheny Campus, 1980
Graduate of Four Year Institution:	n/a
Present Position:	Allegheny County Housing Authority Payroll Accountant

ERIC Clearinghouse for Junior Colleges

APR 17 1987